DOCUMENT RESUME

ED 252 050 EC 171 307

AUTHOR Haar, Doris
TITLE Power Brokering in the Community. Workbook Series for Providing Services to Children with Handicaps and Their Families.
INSTITUTION Georgetown Univ. Child Development Center, Washington, DC.
SPONS AGENCY Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE May 84
GRANT DHHS-PHS-MCJ-113368-01-1
NOTE 51p.; For related documents, see EC 171 305-308.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Child Advocacy; Community Programs; *Disabilities; Political Power; *Power Structure

ABSTRACT

The workbook is intended to help people working on a community level to secure services for handicapped children. It assumes that the reader already has gathered data to determine gaps in the community's existing service system and that a list of needed services has been identified and prioritized. An introductory section examines what is meant by power brokering, and outlines five preliminary steps: (1) analyzing in detail service needs; (2) rechecking for self-help feasibility; (3) double checking that services needed are not already mandated by law to be administered by someone else; (4) reviewing analysis of service components; and (5) planning the strategy for power brokering the feasible, needed services. A sample worksheet of a community's planning for a parent support and training service is presented. The second section describes and provides worksheets on four basic kinds of power: knowledge, individuals with special skills and talents, groups of people with potential to use their mutual concerns, and material things. The final section suggests keys to successful power brokering and offers examples of effective action. (CL)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

4524

ED252050

***WORKBOOK SERIES FOR PROVIDING SERVICES TO CHILDREN WITH HANDICAPS AND THEIR FAMILIES***

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

# POWER BROKERING IN THE COMMUNITY

*Prepared by*

Georgetown University Child Development Center
3800 Reservoir Road, N.W.
Washington, D.C. 20007

EC171307

WORKBOOK SERIES FOR PROVIDING SERVICES TO

CHILDREN WITH HANDICAPS AND THEIR FAMILIES

# POWER BROKERING IN THE COMMUNITY

Doris Haar

Prepared by Georgetown University Child Development Center for the Division of Maternal and Child Health under Grant # MCJ-113368-01-1, Project Director, Phyllis R. Magrab, Ph.D.

Edited by the editorial staff of the National Center for Education in Maternal and Child Health

May, 1984

EC171307

ACKNOWLEDGEMENTS

The author is a 20-year veteran of all types of inter-agency cooperative efforts, collaboration, and sharing of expertise in the field of handicapped children. However, this workbook is a fledgling attempt to analyze in writing exactly "how to do it." The analysis is rather like asking the proverbial centipede how he moves so quickly with so many legs -- only to have him stumble about because he had to think about it. She would like to acknowledge:

The author of the Community Workbook for Collaborative Services to Preschool Handicapped Children for the smashing product with which I hope this document will link so well.

The editorial staff, Anthony Waddel and Stuart D. Miller, of the National Center for Education in Maternal and Child Health for making this book readable.

Phyllis Magrab, Ph.D., Georgetown University Child Development Center and Merle McPherson, M.D., the Office of Maternal and Child Health for their personal support and faith that this work would be done -- ON TIME!

PREFACE

Those of us working for the nation's public and private agencies in the field of handicapped children have recently felt the sharp impact of budget cuts, a loss of hope for program expansions, and a growing apprehension -- if not despair -- for the many unmet needs that still exist. Many readers may indeed have obtained this booklet as a response to this feeling of powerlessness.

This booklet has been written to assist people working on a community level and still willing to continue the search for ways to meet the needs of families with handicapped children, despite these financially scary times.

Let the reader be warned, this is NOT a publication listing addresses of philanthropic individuals ready to send you hundreds of thousands of dollars. Nor does it contain lists of announcements of new federal level competitive grant programs. If you are expecting such big, wonderful plums you can stop reading now and return to your despair. This booklet is meant to be a very practical, do-it-yourself kit whose concepts fit well into a recycling philosophy.

The booklet is based on the premise that we have been allowed to under use, if not waste, a lot of talent, goods, and services. These items may now be better utilized -- if we are willing to expend some energy to that end. Very few of us have many other alternatives at the present time.

TABLE OF CONTENTS

Acknowledgements. . . . . i

Preface . . . . . ii

Introduction. . . . . 1

What is Power-Brokering?. . . . . 3

Other Steps Before Power-Brokering. . . . . 5

What is Power, How Can It Be

Utilized, and Where Can It Be Found . . . . . 16

So You Want to Be a Power-Broker. . . . . 27

Appendix. . . . . 35

# INTRODUCTION

A prerequisite to Power Brokering is sound planning of your community's service needs.

If you haven't already availed yourself of the following two planning workbooks, I would advise you to send immediately for:

Developing a Community Team

and

Community Workbook for Collaborative Services to Preschool Handicapped Children

They can be obtained for $3.75 (tax deductible) from the:

Georgetown University Child Development Center
3800 Reservoir Road, N.W.
Washington, D.C. 20007
Attention: Donna Deardorff

These publications can be described as do-it-yourself manuals for putting together a viable community team to plan better for the needs of preschool children with handicaps.

The Community Workbook is divided into 5 sections:

I. Identifying Participating Groups

II. Collecting Numerical Data

III. Determining Service Needs of the Target Population

IV. Surveying Service Providers

V. Finalizing Community Needs

Each section contains a narrative portion (outlining what should happen at that stage of the planning process) and worksheets (which can be used to assist you and your group to complete the specific planning tasks).

In the last section, "Final Determination of Community Needs," the Community Workbook suggests a worksheet designed to list the following information:

| IDENTIFIED NEED FOR SERVICE | REASON NEED EXISTS | RESOURCES NECESSARY TO FILL NEED (BE SPECIFIC) | IDEAS FOR SECURING RESOURCES (with a list of suggested Administrative linkages* listed in the Appendix) |
|---|---|---|---|
| (Prioritized) | | | *FISCAL PERSONNEL<br>PLANNING AND PROGRAMMING<br>ADMINISTRATIVE SUPPORT |

The present booklet assumes that you have spent weeks in gathering data, surveying, and determining the extent and complexity of your community's existing service system and the gaps in that system; the planning committee has finally come up with a list of services that are needed; the needed services have been given priority ratings to indicate their importance.

You have now reached the point where you know something about what you don't have. Now comes the hard part: the implementation of the plan.

This "Power-Brokering" workbook urges you to consider the world of power-brokering to obtain some of those vital resources you need to help handicapped children.

## WHAT IS POWER-BROKERING?

Recently, the usual practice has been that one particular mandated agency "completely owned" programs and services. Each agency was almost encouraged by its funder to hire its own set of professionals so that controls could be maintained, standards met, and independence preserved in case of funding diversions.

Each new service made up its staffing budget, acquired new furniture, obtained spanking new files, an electric typewriter, and at least one secretary before the task of listing the essentials for the children to be served could begin.

These days, with agencies struggling with the concept of "What will we have to cut out next?" it is imperative that we quickly find new ways to broker the power that we do have.

"Power-brokering" is really not a new idea, but the catchy term may cause some folks to reconsider its use.

At the heart of power-brokering in this field is both the desire to help one another in aiding handicapped persons and the good feelings engendered by this process.

Power-brokering involves a functional exchange: those most in need are given access to the (power) resources of others. The strength of this system lies in the diversity of means and the array of resources that can be discovered with some effort.

You may have some misconceptions about power-brokering such as:

1. "It sounds complex and technical."
2. "That's when the big and rich give to the little and poor."
3. "It's limited to the exchange of cash or material goods."

In truth, power brokering can be as simple as one group giving another a place to meet and the use of a big coffee pot. The process can be as complex as a relatively small group of parents of children with spina bifida taking a year to obtain a piece of state legislation and a healthy appropriation for a state agency to develop a coordinated, statewide system of multidisciplinary teams for spinal cord disabled children. The law they worked for also includes services to children with acquired spinal cord injuries because the services are needed by a much smaller group of children with no highly organized advocates.

Oddly enough, big, rich agencies are sometimes helplessly bound in policy and procedure. A small, non-rich group may be able to purchase a necessary item of moderate cost and donate it to the big, rich agency in order to expedite a service for children. This process can sometimes lead to results as much as a year sooner than could be accomplished by a large administrative agency.

Power-brokering is not limited to the sharing of material goods. There is power lodged in such items as sharing of specialized information, i.e., knowledge of accessing the state's surplus warehouse for "good stuff," a strong and meaningful letter of support showing a realistic cooperative effort to a potential granting agency, the obtaining of the skills of a talented carpenter to build a ramp or make toys.

The beauty of power-brokering comes when the "givers" do so for the common goal of helping each other, not for a reciprocal exchange. As a network of power brokers is formed, "trade-offs" will more likely occur among several groups rather than one to one.

OTHER NECESSARY STEPS BEFORE POWER-BROKERING

1. Analyze in detail the service needs identified in the plan.
2. Recheck for self-help feasibility.
3. Double-check that the needed services are not mandated by law that a particular agency should do.
4. Rule out "non-feasible" services.
5. Plan your strategy for Power-Brokering of the "feasible" services.

STEP 1: Analyze in detail each of your service needs:

You can best analyze all services by looking at several component parts, namely personnel, space, operating expenses, furnishings, equipment, travel, and other miscellaneous items.

As you consider the service's component parts, their relevancy for power brokering becomes clear.

Let's take each of these components and review the kinds of questions you must consider in order to determine the minimum amount of resource needed to deliver an adequate and safe service.

PERSONNEL

| What kind of people do you need? | What qualifications do they need? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

If any of these people must be highly qualified, could they be less than full time?

Does the community have such people?

Would any of them see their provision of services as an interesting possibility for research or publication?

What other support staff would best extend the value of the part time highly qualified professional?

Other kinds of personnel:

What other types of personnel--food handlers, janitors, or other service contractors--are needed?

1.

2.

3.

Would consultants be appropriate for the service?

Would volunteers be appropriate for the service?

| What kind of volunteer do you need? | What qualifications do they need? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

What are both the anticipated salary ranges for each type of staff and the minimal amount of time they are needed? Will anyone need to be insured? Will there be paid fringe benefits? Unpaid?

SPACE:

What are the characteristics of the space absolutely necessary to house/carry out this service?

Does it require dedicated space or can space be shared?

Does it have accessibility for wheelchairs?

Is adequate parking necessary?

Is heating or cooling a problem?

Must it be ground floor space?

Must it have bathroom and handwashing immediately adjacent (accessible?)

Will you make use of many of the utilities?

Must the space be located on a public transit line?

Must the location have high visibility to assure its use?

Do you need multiple kinds of space at the same time:

quiet and busy?

dark and light?

gross motor activities and prolonged attention span space?

audio privacy vs. visual privacy or neither?

Do you need telephone service?

Any specialized utility outlets necessary?

Individualized utility consumption meters?

FURNISHINGS:

Are there any special characteristics i.e., child-sized, heavy duty, etc.

of the furnishings?

What is the likelinood of damage if furnishings are on loan to the program?

Are there restrictions on floor surfaces or wheelchairs and crutches?

EQUIPMENT, TOOLS:

What is the vitally needed equipment to do this service?

Is there such equipment available? Where? How is it now used? By whom: Frequency?

Is equipment safely and easily portable? Is the owner willing to give, to lend?

Is it expensive if endangered? (Does it need to be insured?)

If stored in our space is it safe? (Theft/harm)

Is the equipment of the type that can be/made/by skilled craftspersons? Can existing items be modified or renovated by carpenter with a pattern?

- o Seamstresses with a sample?
- o Occupational therapists with raw materials?
- o Handy "persons" with creative imaginations?
- o Is the equipment of a sort that can be: (1) donated by individuals or businesses, (2) rented, (3) purchased cheaply?
- o Is there an opportunity to use existing equipment such as: typewriter; word processor, personal computer; business computer?

OTHER:

List any other aspects of the service that don't fit into the previous categories, yet are essential to success.

If you cannot think of anything else, you are ready for Step 2.

STEP 2: Recheck for Self Help Feasibility.

In light of the analysis just completed in Step 1, are you quite certain that your agency couldn't shift some of its existing resources to this activity?

| |
|---|
| HINT: An agency known to try SELF HELP before power brokering with others builds a feeling of trust. |

STEP 3 Double check that the services needed are not already mandated by law to be administrered by someone else.

If you find that it is a mandated service, decide with the local office of the administering agency whether the planning team's support will be necessary and welcomed.

Your team could then assist that agency to plan and to support their implementation or to take an active share in the support of the activity.

If the administering agency is not able to implement the service at the time but sees it as a top priority for future funding, you may want to consider doing the activity as a demonstration for the agency.

STEP 4: Review your analysis of service components (Step 1) to rule out the obviously NOT FEASIBLE services, if there are any. (See EXAMPLE following)

Following Step 4 the team found as "NOT FEASIBLE" Genetic Counseling, since they were unable to find the most vital staff member, genetic specialist.

They also ruled out Transportation because they questioned their capability to obtain the necessary vehicle (a van-bus). They moved this item into their long-range plan, with a note to stay alert for persons who might be able to help write the grant application.

Their priorities were reduced to three services: parent support and training, in-home respite care, and day care.

Of these three, which seemed most likely to be helped by power brokering? They decided that the FINAL PRIORITY ORDER WAS:

#1 Parent Training Support

Reasons: (1) The service had the most people interested in helping out with resources.

(2) The needed resources are likely to be obtainable and existant, but need to be brokered.

(3) Least expense types of services and the many minor things can be gotten from many sources if necessary.

The private-sector planners decided to do the service as soon as possible.

#2 In-Home Respite

The most necessary elements already existed in the out-of-home respite care services and the Health Department's Home Health Program but the latter needed a change of Rules and Regulations.

Power-Brokering with those agencies to expand their existing

services seemed the most practical plan--though it would take time.

The Private Sector pledged their legislative support to the Health Department for an increased appropriation to strengthen this service.

#3 Day Care

Despite interested agencies, the problem of obtaining accessible, adequate, and safe space would be the major hurdle. Sufficient support staff would be second most difficult to fund, but definitely worth continued power-brokering with the Title XX Agency.

SAMPLE WORKSHEET OF COMMUNITY X'S PLANNING

FOR A PARENT SUPPORT & TRAINING SERVICE

| NEEDED RESOURCES | IDEA FOR SECURING RESOURCES |
|---|---|
| **PERSONNEL** | |
| 1/2 time Director | Part-time volunteer mother of handicapped child - to initiate services. |
| Consultant | Nebraska "Pilot Parents" - 3 day In Service Training, sample brochures and manual. |
| Assorted temporary supports | Volunteers to help with visits, metings, etc. AND grant writer to apply to Developmental Disabilities Council |
| Advisory Committee | Media Specialist |
| | Volunteers--interested professionals and parents |
| **RESOURCES** | |
| "Central Office" | In home |
| Room-Private Counseling | Women's (OB) hospital--has small room for private discussions with individuals or couples. |
| In home visits | YWCA has space for larger group meetings |
| In-service and Other Larger Group Meetings | Substitute at Shopping Center Mall |
| **TRAVEL** | |
| $.21 mile | Volunteer owns car and drives |
| Consultant | Airfare to and from Nebraska - Volunteers will house and feed |
| **FURNISHINGS** | |
| Central Office-Desk<br>Chair<br>Lamp<br>File | 1. Donations? - Advertise!<br>2. Good Will? - Get donation before fixing it up.<br>3. State or Federal Surplus Warehouse - |

| | |
|---|---|
| | (Power Broker-state agency to order for you and reimburse them/Look for GOOD STUFF<br>4. Yard Sales<br>5. Established parent associations |
| EQUIPMENT<br>Central Office -<br>Typewriter | 1. Donations - Business offices replacing may donate.<br>Typewriter sales offices may give you (floor demonstrator).<br>2. State or Federal Surplus Warehouse |
| OPERATING EXPENSES<br>Telephone<br>Stationery<br>Rubber Stamp<br>Postage<br>Printed Matter | (CASH) - Consider HOT LINE NUMBER IN FUTURE<br>Plain bond and sample title; plain envelopes<br>Donation/cash<br>(CASH)<br>Purchase brochures from Nebraska then consider self-designed materials later. Use volunteers to design. |
| OTHER<br>Ads in Papers<br>Printed Announcements of New Service<br>Announcement Distribution | 0<br>Printing donated by D & R Printing Company<br><br>Utility company agreed to put small announcement in outgoing water bills.<br><br>Schwegmann Grocery - printing ad on grocery bags. |
| FUND RAISING | Consider: Raffles/Cake Sales ) Coopera-<br>Aluminium Can Collection ) tion of<br>Motor Oil Renewing Station) Church,<br>BINGO ) Civic<br>Offer Full Service at ) Groups<br>Self-Help Pumps for ) Scouts<br>Donations )<br><br>T.V. personality for visible PR?<br>Car Washes and Wax<br>Appear on T.V. morning program --- donations needed<br>Radio talk shows |

STEP 5: Then you are ready to plan your strategy for Power Brokering the feasible, needed services.

The following is a working example of the five steps just described:

The Community Team of X completed their plan and made a final determination of their needs. Their planning worksheet looked like this:

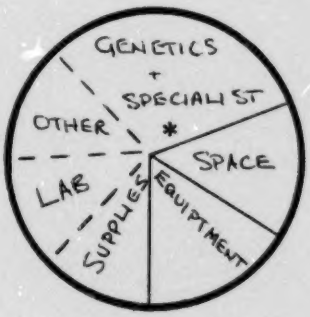
| IDENTIFIED NEED FOR SERVICE | REASON NEED EXISTS | RESOURCES NECESSARY TO FILL NEED | IDEAS FOR SECURING RESOURCES |
|---|---|---|---|
| Day Care | None in Community | (See individual Worksheet 3) | o Title XX Special Services agency |
| Transportation | Access to existing and developing services | | o Title XVI Specialized Transportation for Handicapped |
| Genetics Counseling | None available | | o MCH Block Grant |
| Respite Care (In Home) | Existing respite severely limited to out of home care. | | o Title XX or DD State |
| Parent Training and Support Services | NONE official. Scattered volunteers. | | o DD State council? |

Following Step 1 the planning team listed all the necessary components to each of the top five service needs. A visualization of the results of comparative analysis of the necessary component parts follows.

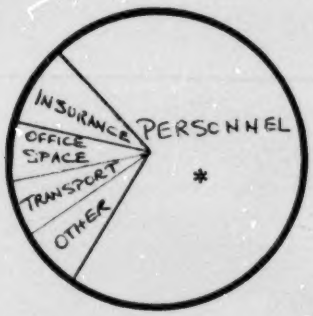
# ANALYSIS OF SERVICE NEEDS

DAY CARE

TRANSPORTATION




GENETICS COUNSELING




IN HOME RESPITE CARE

PARENT TRAINING & SUPPORT

*Very critical to the service

## WHAT IS POWER, HOW CAN IT BE UTILIZED, AND WHERE CAN IT BE FOUND IN THE COMMUNITY?

There are four basic kinds of power

- o Knowledge
- o Individuals with special SKILLS and TALENTS
- o Groups of people with potential to use their mutual concerns
- o Material things

Each of these potential elements of power exists in every community.

Until they can be identified, nurtured, and merged together in a timely, creative, and planful manner they remain potential.

As an exercise to show you the scope of the power that you have in your Community, we have included a worksheet on each of the basic kinds of power. The author has added a few possible uses of each element of power and still fewer likely sources of that power. The worksheet contains dotted lines for you to add your own ideas about your community.

WORKSHEET 1

| KNOWLEDGE IS POWER | POSSIBLE USE OF POWER | LIKELY SOURCE IN COMMUNITY |
|---|---|---|
| Knowledge of Laws on Federal and State level | Legal rights of individuals.<br>Existing legal basis for service provision | Copies from lesiglator or DD State Council |
| Of Administering State Agencies and your local representative.<br>Rules and regulations<br>Appeal process | Appeal processes<br><br>Planning cycles of agencies<br>Goals and objectives<br>---<br>---<br>---<br>--- | State Directories<br><br>State Protection and Advocacy Agency<br>---<br>---<br>---<br>--- |
| Knowledge of private, non-profit sector of the community and state<br>Examples: Pediatric Hospital, Universities | Exisiting services to be utilized<br><br>Their goals, resources, needs, and interest in cooperation<br>---<br>---<br>---<br>--- | Directories<br><br>Personal contacts with directors, active leaders and others<br>---<br>---<br>--- |
| Knowledge of For-Profit Sectors of Community and State serving the Handicapped | Their interest in:<br>• "Community image" as positive<br>• Tax shelters and deductibles<br>• Community contributors thru personnel<br><br>General interest in supporting community | Personal contacts<br>---<br>---<br>---<br>---<br>--- |

WORKSHEET 1

| KNOWLEDGE IS POWER | POSSIBLE USE OF POWER | LIKELY SOURCE IN COMMUNITY |
|---|---|---|
| Knowledge of the Church-Affiliated Services for Children<br>• Day Care Centers<br>• Children's Shelters, etc. | Services available<br>Potential for new services<br>Interest in cooperation with others | Phone directories<br>Information & Referral Resource<br>---<br>---<br>---<br>--- |
| Knowledge of your State's Governing and Law Making Bodies and Local Representatives | • To suggest new legislation<br>• To "support" appropriations for mandated agency giving needed services.<br>• To fight proposed legislation which would directly or indirectly affect handicapped children<br>---<br>---<br>--- | State Directories with information on each legislator and all administration offices<br>---<br>---<br>--- |
| Knowledge of Voluntary Associations<br>Examples: United Cerebral Palsy Association<br>Spina Bifida Association | Existing services, potential for more<br>Plans, strengths, weaknesses, and needs<br>Interest in cooperation<br>---<br>---<br>---<br>---<br>--- | Directories<br>Personal Contacts<br>Phone book<br>The National Center for Education in Maternal and Child Health has published A National List of Voluntary Organizations in Medical Genetics and Materal and Child Health. Write to: NCEMCH, 3520 Prospect Street, N.W., Washington, D.C. 20057. |

WORKSHEET 2

| INDIVIDUALS WITH SPECIAL SKILLS AND TALENTS | PURPOSES | SOME LIKELY SOURCES IN COMMUNITIES |
|---|---|---|
| Conceptualizers of creative ideas of a group | Someone able to listen to a group express their opinions re needs and able to synthesize the information, state it concisely and clearly for planning purposes | University faculty<br>"Special people"<br>---<br>---<br>---<br>--- |
| Special writers | • Grant applications<br>• Proposed legislation<br>• Stories for media use | University<br>Media agencies<br>Lawyers<br>---<br>---<br>--- |
| Special talents | • Carpenters<br>• Occupational therapists<br>• Typists | ---<br>Hospitals<br>Business Associations<br>---<br>--- |
| Media Specialists<br>TV, radio, newspapers<br>Who to contact, how, where, in what format | • Public Education<br>• Announcements<br>• Communication<br>---<br>--- | Media offices<br>---<br>---<br>---<br>--- |

19

WORKSHEET 2

| INDIVIDUALS WITH SPECIAL SKILLS AND TALENTS | PURPOSES | SOME LIKELY SOURCES IN COMMUNITIES |
|---|---|---|
| Legislative specialists<br>Calendar of events, procedures, key people, key committees, how to contact, where | • Proposing new legislation<br>• Opposing negative<br>• Education of legislators<br>---<br>--- | Self education<br>---<br>---<br>---<br>--- |
| Public Speakers | • To testify before legislature<br>• To motivate groups<br>• Educate public or professional groups<br>• Appear on T.V. | ---<br>---<br>---<br>---<br>--- |
| Data Collector, Analyzer, Disseminator (with Technical Equipment) | To assist, gather and organize facts of well designed questions about needs in your community | University<br>---<br>---<br>--- |
| Organizers of Groups | To motivate groups to want to work toward a common goal on a timetable | Group leaders<br>---<br>---<br>--- |

WORKSHEET 2A

| INDIVIDUALS WITH SPECIAL SKILLS AND TALENTS (continued) | PURPOSES | LIKELY SOURCES IN COMMUNITIES |
|---|---|---|
| Reviewers of state and federal registers | • To review new information that may impact on programs including announcements of grant application competitions | Well motivated professionals or parents<br>A committee to share load<br>---<br>---<br>--- |
| Grant Funds Locator | • Locates potential grant resources | University<br>One who is self-educated<br>---<br>--- |
| Key community leaders who know and motivate large groups of people | To diversify your resource pool | Churches, Temples<br>Professional and Business Associations<br>Bank Executives<br>---<br>--- |
| Those experienced in obtaining and administering a grant | To assist those who have never experienced the world of grants | University<br>D.D. Council grantees<br>D.D. State personnel or other state agency<br>Persons willing to educate |

WORKSHEET 2A

| INDIVIDUALS WITH SPECIAL SKILLS AND TALENTS (continued) | PURPOSES | LIKELY SOURCES IN COMMUNITIES |
|---|---|---|
| Professional Skills | To be consultants, advisors, shared staff<br>Even volunteers | Medical community<br>Educational community<br>Universities<br>---<br>--- |
| Persons with time and energy to volunteer | Too numerous and obvious to detail | Consumers<br>Siblings<br>Scouts<br>---<br>--- |
| What other types of skilled persons would enrich your community team?<br>---<br>---<br>---<br>--- | How would you utilize their skills?<br>---<br>---<br>---<br>---<br>--- | Where might you locate them?<br>---<br>---<br>---<br>---<br>---<br>--- |

WORKSHEET 3

| GROUPS OF PEOPLE WITH MUTUAL CONCERNS | WAYS TO UTILIZE THE POWER | HOW TO LOCATE IN THE COMMUNITY |
|---|---|---|
| Various Parent Groups | • Serve on planning and advisory groups<br>• Speak publicly in support<br>• Write support letters<br>• Sign petitions<br>• Appear at legislative hearings to show support | • Association for Retarded<br>• Cerebral Palsy Association<br>• Epilepsy<br>• Autism<br>• Cystic Fibrosis<br>_____<br>_____<br>_____<br>_____ |
| Head Start Centers | To increase group activities for handicapped children--<u>especially</u> those without learning disabilities | Directory<br>_____<br>_____<br>_____ |
| Day Care Centers | Help to mainstream handicapped young children into day care services | Phone book<br>Directories<br>Visit centers<br>_____<br>_____ |
| Civic Organizations<br>Example: Civitan<br>Variety<br>Lion's | • Fund raising<br>• Public education<br>• Support activities | Phone book<br>Personal contacts<br>_____<br>_____ |

## WORKSHEET 3

| GROUPS OF PEOPLE WITH MUTUAL CONCERNS | WAYS TO UTILIZE THE POWER | HOW TO LOCATE IN THE COMMUNITY |
|---|---|---|
| Others? | | |
| | | |
| | | |
| | | |
| | | |

WORKSHEET 4

| MATERIAL THINGS | PURPOSE | LIKELY SOURCES IN COMMUNITY |
|---|---|---|
| Spaces for programs<br>Variety of types | • To carry out programs<br>• Hold meetings | Office sharing<br>Homes<br>Schools<br>Church<br>Health centers<br>_____<br>_____ |
| Furnishings<br>(assorted) | • Program uses of a wide variety<br>_____<br>_____<br>_____<br>_____ | Goodwill<br>State warehouse<br>Federal surplus warehouse<br>Donations<br>Tax-deductible contributions<br>Built by carpenter<br>Renovated by sheltered workshop<br>Green/yellow stamps<br>_____<br>_____<br>_____ |
| Equipment<br>(assorted)<br>Tools | • Program use<br>• Planning<br>_____<br>_____ | Computer sharing<br>Word processing sharing<br>_____<br>_____<br>_____ |

WORKSHEET 4

| MATERIAL THINGS | PURPOSE | LIKELY SOURCES IN COMMUNITY |
|---|---|---|
| Drugs and Pharmaceuticals (as prescribed) | Program use<br>---<br>--- | • State pharmacy (bulk prices) |
| Vehicles/Transportation | • Program uses | Title XVI Tranportation Act<br>Councils for Aging and Handicapped<br>Head Start, Easter Seal<br>Volunteer drivers, family<br>TAXI contracts<br>---<br>--- |
| Money | For everything that can't be done any other way! | Direct donations (tax deductible)<br>Raffles and other events<br>Memorial funds<br>Bingo, etc.<br>Cake sales, etc.<br>Sports events, rodeos<br>Percentage of race track proceeds<br>Business "kick-backs" for sale of products<br>Grants, contracts<br>---<br>---<br>--- |

## SO YOU WANT TO BE A POWER-BROKER

Perhaps by now we have convinced you that power-brokering is for you and you have already started thinking about getting started.

Before you rush off, let me add one more section to give you a few more helpful hints, some do's and don'ts, and a handful of real examples of new or expanded services that were made possible by the sharing of power.

In the previous sections you may have been left with the impression that it is impossible for you to know what a power-broker should know -- especially in terms of knowing all the federal, state, and local laws dealing with the handicapped.

Let me make clear that the power-broker does NOT have to know everything. Nor does he/she need to have many skills, talents, and material resources of his own. But he/she should try to know how and where to find them all.

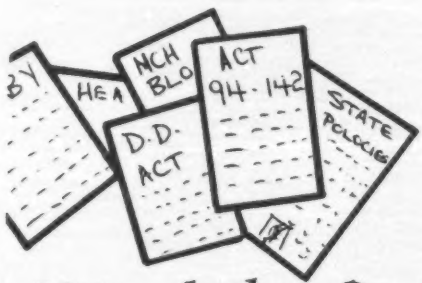
In addition he/she must find ways to have those resources readily available when needed.

### 5 KEYS TO SUCCESSFUL POWER-BROKERING

1. Always remember: the goal is to help children with handicaps, not agencies.
2. Be a role model of giving, listening, and caring. Let trust build slowly.
3. Develop widely diversified sources of power.
4. Use a systematic means of storing and retrieving information about resources.
5. Thank those who even try to help promptly and effectively.

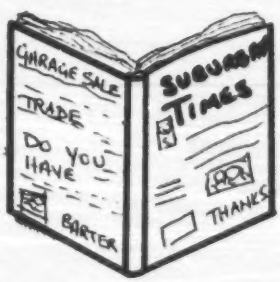
# HELPFUL HINT # 1

**FOR PEOPLE WITH SKILLS, TALENTS, IDEAS, TIME, THINGS TO SHARE, WILLINGNESS TO LEARN, OR WITH MUTUAL CONCERNS.**




Knowledge

Talent

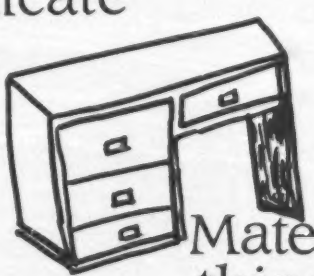



Ways to communicate

Skills

$

CASH



Material things

The one most critical tool for the power-broker is his/her system for remembering names of people, their addresses, and phone numbers and the potential "skills" that person enjoys i.e., word processing, carpentry, baking cakes.

I will assume you don't have access to a personal computer (a dangerously naive assumption on the part of this author--power-broker!)

A poor substitute is shoeboxes with a generous supply of file cards (large and small).

When you are just starting to develop your system, you may want to start with a list of all the major categories of kinds of power you feel you may need to draw on in the near future--skills, talents, knowledge.

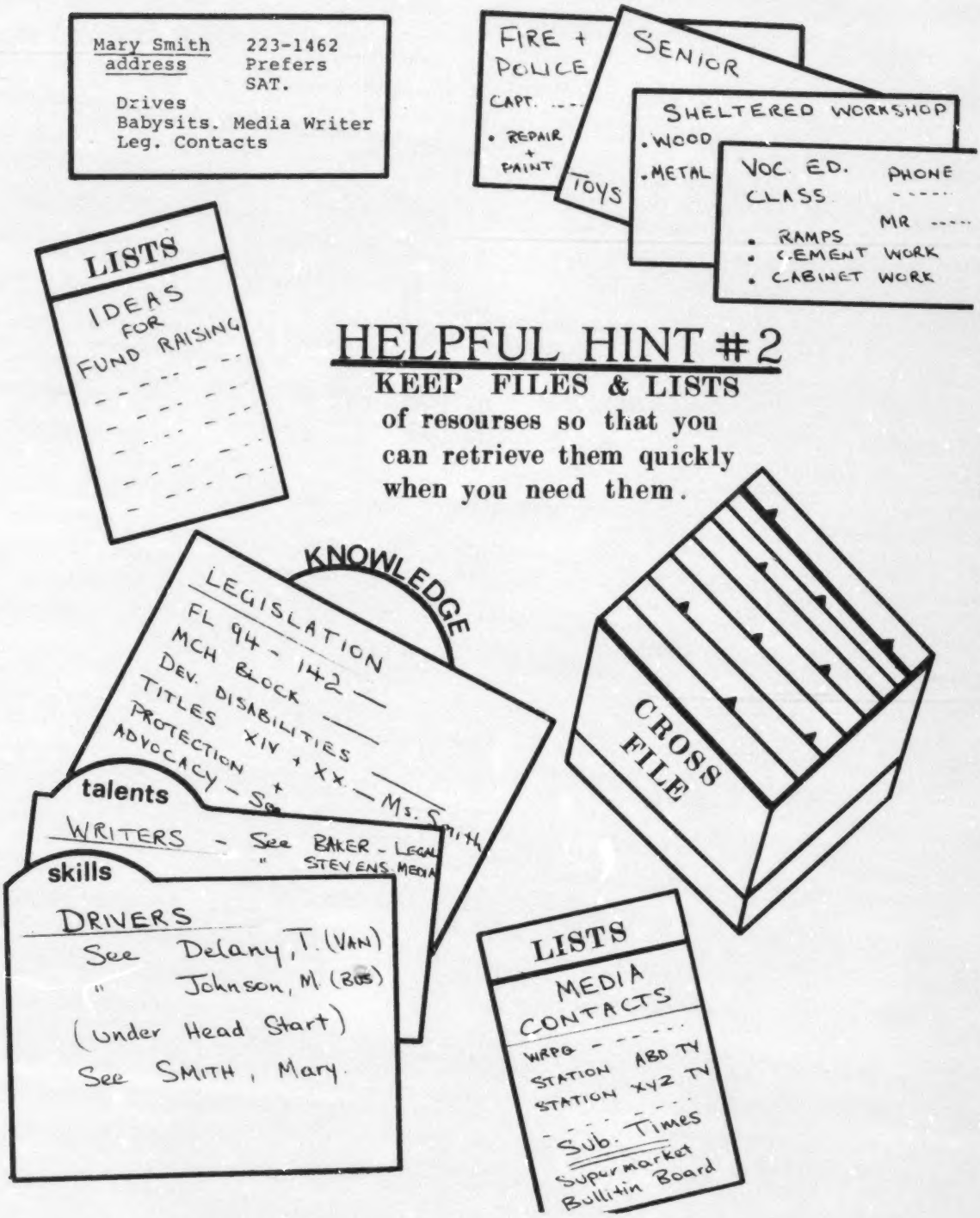
When you have listed the major items, make up a card for each major type--drivers, babysitters, typists, carpenters, etc.

Take one of the cards and try to recall individuals who would fit this category. Mark it "See (name) ", then make up a small file card with the person's name, address, phone number and mark it "See driver, babysitter, etc." Leave space for other things you might want to note such as preferred days, times for giving service.

Although this technique seems burdensome at the beginning, if you carry cards constantly and fill them in habitually as you meet individuals, visit a new place, or attend meetings, it is amazingly easy to build up a file of modest proportion. Remember name cards alone are not enough to be really helpful. A few key descriptive words or perhaps a cod giving you a clue when the card surfaces weeks or months later.

From time to time, it pays to shuffle through your cards just to remind

yourself of the variety of your collection. Even handling the cards while you are searching for ideas can act as a stimulator.


Mary Smith 223-1462
address Prefers SAT.
Drives
Babysits. Media Writer
Leg. Contacts
FIRE + POLICE
CAPT. ...
• REPAIR + PAINT
TOYS
SENIOR
SHELTERED WORKSHOP
• WOOD
• METAL
VOC. ED. PHONE
CLASS .....
MR .....
• RAMPS
• CEMENT WORK
• CABINET WORK
LISTS
IDEAS FOR FUND RAISING
HELPFUL HINT #2
KEEP FILES & LISTS
of resourses so that you
can retrieve them quickly
when you need them.
KNOWLEDGE
LEGISLATION
FL 94 - 142 —
MCH Block —
Dev. Disabilities —
TITLES XIV + XX — Ms. Smith
PROTECTION + ADVOCACY — See
talents
WRITERS - See BAKER - LEGAL
" STEVENS MEDIA
skills
DRIVERS
See Delany, T. (VAN)
" Johnson, M. (BUS)
(Under Head Start)
See SMITH, Mary
CROSS FILE
LISTS
MEDIA CONTACTS
WRPQ - .....
STATION ABD TV
STATION XYZ TV
- - - - - -
Sub. Times
Supermarket
Bullitin Board

HELPFUL HINT #3

FAMILIARIZE YOURSELF WITH THE MANY MEANS OF SHARING POWER THAT MAY BE AVAILABLE

The following is a list of the most common methods:

1. give - as a direct donation. Nothing expected in return.
2. lend - given for a certain length of time, but expected in return.
3. share - jointly use.
4. detail - usually relates to people being assigned away from one place to help someone else. Original employer may continue to pay all or part of salary.
5. rent or lease - payment for use.
6. buy - purchase outright or over time.
7. trade/barter - exchange of goods.
8. written contract/agreement - on any agreed upon arrangement with or without money.
9. volunteer - person giving a period of his own time.
10. commit (to do a specific piece of work) - may be doing something for someone without leaving your usual location.

Are there others that you would add to the list?

11. _____
12. _____
13. _____
14. _____
15. _____

## HELPFUL HINT #4

### KEEP THESE DO S AND DON'TS HANDY; REVIEW THEM FREQUENTLY

DO'S:

- o Always stay alert to Resources & Needs & Ideas.
- o Keep cross files on diversified kinds of people, skills and groups.
- o Be optimistic, grateful, and enthusiastic.
- o Use a good sense of timing for your requests.
- o GIVE CREDIT FOR SUCCESS TO THOSE WHO SHARED THEIR POWER.
- o FOLLOW THRU WITH THANKS IF SOMEONE LISTENED to your NEED - even if he/she had nothing to share at that time.
- o Thank sharer in writing. Try to report on the specific use of the resource and of the children helped by his/her efforts.
- o Develop a network of powerbrokers throughout your community, region and state.

DON'TS:

- o Empire-build for self, any one agency, or association, disability, or age group.
- o Look for credit or visibility.
- o Abuse givers by often repeated requests for more.
- o Be shy about telling of the needs of the handicapped and their service providers, but don't be obnoxious.
- o Promise givers immediate and equal trade-offs, but do have in mind their needs that might be met at another time.
- o DON'T USE CASH for anything UNTIL YOU have exhausted all other possibilities of sharing resources.

IN SUMMARY

A Power-Broker should act like a Honey Bee.

She pollinates the flowers (gives a good feeling about sharing) as she gather in the nectar (resources) to ultimately make honey (service) which is consumed by others (handicapped children).

She GIVES and TAKES in such a balanced way that all concerned feel that they have benefitted by the process.

## APPENDIX

## SAMPLES OF POWER BROKERING

A. (An example of a creative meshing of public and private resources).

A Muscular Dystrophy Association needed clinical space in a rural city and Handicapped Children's Services Program-Louisiana's Crippled Childen's Program (Title V) (HCS) state agency needed the services of the orthotist who was paid by MDA to travel.

The orthotist fitting and measuring for reciprocal long leg braces served both the clinics free. MDA paid him to travel to the clinic. Handicapped Children's Services gave the space.

In the first 1/2 day 25 youngsters with Muscular Dystrophy were served.

In the second 1/2 day 20 Spina Bifida children were served.

(Example of help through technical administrative know-how only.)

The Hemophila program had the chronic problem of running out of money for factor 8, ---- With only the technical assistance of another program, they were helped to set up a system for billing the private medical insurance of many amilies, the Medicaid agency for many other families, the purchase of the factor through the state pharmacy, and a system of mailing factor directly to patients through prescriptions. The program thereby cut out the "Loss" of factor 8 by storing it in hospitals which could not maintain strict accountability of its use. Thus the Hemophilia program doubled its ability to serve children and adults with hemophilia and to establish its accountability.

(Example of Little Helping Big)

A State HCS spinal cord clinic team urologist stated he would be willing to examine urine specimens at time of clinic. ---- This step would save the

family a trip to the laboratory and would provide quicker and satisfactory readings. ---- However, the state agency was unable to order the necessary new equipment in the latter half of the fiscal year.

The Spina Bifida Parents Association donated a new microscope and a centrifuge so that ths service could be initiated as soon as possible.

The State agency later worked out an agreement with the Proctor and Gamble's Home Delivery Program that they would return several dollars on each large order of disposable diapers to the Spina Bifida Association. Over the year this amount to $2,000 which was returned to the Spina Bifida Association.

(Example of private non-profit helping a State.)

The private, non-profit Children's Hospital of New Orleans was given a gift of new cafeteria furniture. They donated the "old" dining tables and chairs to the state HCS program.

These furnishings were distributed to several locations and made possible several parent's group meeting rooms and conference rooms for multidisciplinary team meetings.

(Example of Federal helping State and one State helping another.)

A federal U.S. Public Health Hospital in New Orleans was closed and later turned over to the Louisiana Office of Mental Health. However, the administrators generously shared enough equipment to furnish three newly built HCS outpatient clinics and administrative office space.

(An example of a special mutual-help model.)

The HCS agency had limited funds to purchase self-help equipment and habilitative devices. Through arrangements with an active Association for Retarded Citizens' sheltered workshops, we were able to have made by adults with handicapped conditions a whole array of wood products --- lap tables,

corner chairs, standing tables, --- as well as blocks and other simple toys for the children to use in the waiting room areas and a toy loan closet.

The "carpenters" enjoyed a field trip to the HCS clinic for a party to see the children enjoying their products.

(Example of impact of one person's skills and caring)

The private contractor renovating a building to be used as an HCS office visited a few outpatient clinics and then personally redesigned an outdoor protected area so that children waiting could play outdoors safely and in sight of the mothers' group room. Many, many mothers and children will enjoy that respite area for years to come.

(An example of one mother's stamina)

(In power-brokering nationally with the Goodrich Company, the National Corvette Clubs of America, and the National Spina Bifida Association.)

The Corvette Clubs of America have donated the first in a series of $50,000 Customized Corvettes to be raffled off nationally.

The Goodrich Company has donated $.05 per tire sold this year and has made other offers which will attract a considerable amount of money.

There is every hope of this being an ongoing national project to bring resources to serve thousands of children with spina bifida and their families.

(Example of civic minded private business people )

The Pioneers (telephone company personnel) have pledged to have fund raisers to purchase hand propelled tricycles for spina bifida youngsters attending HCS clinics. The first donation was made as T.V. cameras were rolling, kids laughing, Pioneers smiling, and HCS staff warmly glowing.